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ANSON W. BELDING

The Romance of Teaching

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Minneapolis School of the Air

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The Editors Say...

Again the East claims the February meeting of the nation's superintendents. And in Atlantic City their organization will answer for the first time to the title, "American Association of School Administrators." At last a name has been taken which suggests the real importance of a group which—if joined by all eligible persons—might be said to control the education of some 20,000,000 young Americans. This "Pre-Convention Number" is the Journal's tribute to the re-styled Department, now the A. A. S. A.

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Education is on the march. It could go farther and faster were it not hampered by the insistent demands of False Economy—see our editorial, "What Price Rebinding?" for example; and by Patronage—as per Mr. Rich's article on that topic. Another point of weakness is the tendency to leave youths stranded and bewildered when they complete their schooling. We are glad the superintendents are going to dig into that problem at Atlantic City.

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It is part of our job as editors to renew your faith in education. If we succeed, you have mostly to thank such contributors as Lewis Chrisman, Orlie Clem, Everett Perkins, Garry Myers—to name only four whose reputation in that respect is firmly established with our readers. "How" material is apt to be a bit inspirational, too, as you can see from several such articles in this issue. What is more challenging than to observe the manner in which some problem has been tackled and perhaps solved by a fellow adventurer who, like yourself, refuses to admit it can't be done!

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This column is the last thing written before we go to press. It is probably the last thing read, likewise. So we do not feel guilty of having kept you from the main performance with our "barking."

If the Journal bores you, tell us. If it gives you a lift, tell others. Guess you must be doing the latter—the way our family of readers is expanding right now.

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The following ten Units into which the book is divided show how closely the subject matter is united to the average pupil's interest: (*Note also their fresh, interesting sub-titles*)

WATER: The Lifeblood of the World; **FIRE:** Its Wonders and its Dangers; **FUELS:** Comfort and Convenience Makers; **WEATHER AND AIR:** Our Constant Companions; **FOODS AND MEDICINES:** Facts and Fads about Life and Health; **TEXTILES:** Dressing up the World; **BUILDING MATERIALS:** Heart of the Home; **HOME EQUIPMENT:** Daily Tasks Made Simpler; **TRANSPORTATION:** Everybody Going Places; **SAFETY:** Accident Prevention Becoming Scientific.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 121 | Boston, February, 1938 | Number 2

World at Lessons

Cool Thinking

Can you observe and think objectively? Most people cannot. Most people project so much of their own emotions into any situation which touches their personal interests or prejudices at any point, that they cannot report the facts accurately if asked to do so, or form correct and logical conclusions from facts objectively presented by others.

It is the subjective perversion of the truth which makes rumor and gossip so great a menace. Gossipers tell, not what they know, but what they desire to have been the fact.

We live in an age of science. The scientific attitude is marked with devotion to the truth. The scientist cares only about uncolored facts and the development of theories and principles from those facts.

Boys and girls who are to live in this modern period with its atmosphere of scientific progress deserve to be trained in objective observation and checking of facts, and in clear-cut, non-emotionalized thinking.

Such training cannot be successfully given by teachers who are themselves too emotionalized to be capable of straight reasoning.

Of course—the boy or girl who is to sell his services needs also to know popular psychology and the enormous part which likes and dislikes play in influencing human behavior. Learning to get along with a highly emotionalized teacher thus may have its value. But what teacher wants to teach that way?

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Recession vs. Depression

Is the word "recession" merely a polite substitute for the word "depression," which the nation has been trying to dismiss from its vocabulary of late?

Business and governmental leaders appear to think there is a real difference. A recession is only a backward step; a momentary retreat. A depression is a hole.

Climbing out of a hole takes longer than catching up with the procession after a slight halt.

The Reed Appointment

After a double dose of controversy over his court reorganization proposal and his appointment of Senator Black to the high tribunal, the President evidently decided to avoid such bitterness by naming to the vacancy created by the retirement of Justice Sutherland, a man commanding the respect of practically every one. As Solicitor General, Mr. Stanley F. Reed has necessarily—and ably—argued for many New Deal measures. But he is not a zealot. He is regarded, rather, as a man with liberal leanings and, what is most important, a judicial mind.

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Co-operation by Conquest

Is Japan conquering China at the cost of future collapsing of her own economic and political structure? Some keen observers believe the Japanese war machine is covering more ground than the nation can take care of, in its present overstrained condition.

But then—all Japan pretends to want is a Chinese government that will be co-operative and friendly. This, however, may be quite costly for the Japanese to attain and to maintain. There would seem to be less difficult and expensive ways of insuring co-operation than through war, declared or undeclared.

• • •

College and Career

A liberal education is a great thing to have. But it has turned out to be a luxury which many young people could ill afford in an age that insists upon specific fitness for a particular task.

The liberal arts college with its four-year courses and its bachelor degrees has come to be regarded as little more than a preparatory school to some institution which gives technical or professional equipment. Discovery of this fact has stunned many a college graduate in recent years, as he has gone from one employment office to another seeking placement in the business or industrial world. The youth who hoped to render some distinctive service to the world as a result of his college education, feels he has been rebuffed and cheated.

What Price Rebinding?

By ANSON W. BELDING

Schools in many parts of the United States are making old textboooks serve a while longer by having them rebound. Most cities of any size have local binderies, eager to show school authorities how they may effect savings through postponement of book purchases and the use of reconditioned books instead. Smaller places are visited by itinerant binderies which promise similar savings. And as if to put a crowning touch on all these thrift facilities, the national government's Works Progress Administration has entered the book rebinding field in a big way, and is conducting projects of that sort in many states.

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Take Louisiana for example. The WPA reports having rebound 50,000 schoolbooks in that state in recent months, at an average cost to the local communities of only eleven cents a book. *The cost of labor is not included.* That is borne by Uncle Sam, and is an unreckoned sum.

Similar WPA projects have been going on in other states. On the surface such opportunities to obtain re-built textbooks "almost as good as new" seem like a good bargain.

But let us see. If you are a school administrator and are struggling to stay within a narrow budget, you naturally welcome any means of saving money that comes your way, provided it entails no injury to your schools. But there's the rub.

Does the rebuilding of textbooks injure the schools? Does it, in other words, reduce the effectiveness of education? Does it hurt the boys and girls?

Our belief, based upon unusual opportunities to observe the changes in textbook making during recent years, and upon considerations of some less tangible but equally important facts and factors, is—that rebinding of textbooks that have become worn and soiled and tattered through three, four or five years of daily use, is unwise procedure, even if it did not cost the schools a penny of expense.

A reconditioned book is hardly an attractive book. Previous wear and tear are but poorly concealed. There are still the marks of greasy fingers. There is still a stale odor that repels. And there are still innumerable germs which may menace health to an extent not yet recognized even by the medical profession.

No matter who pays for a schoolbook, the idea of using it has to be sold to the boy or girl. Hence the need for having the book attractive in a physical sense. Books in their original form and freshness possess an appeal that is utterly lacking in a rebound book. Think of the skimped margins, the soiled and incomplete pages, the drab covers, and the stiff backs which make it almost impossible for the pupil to hold the volume open!

Association with a book is something so intimate and personal, so influential upon the pupil's later regard for all books and reading, that school authorities should consider very carefully the physical condition of the volumes which the children are to read and study.

But the case against rebinding need not rest on aesthetic or hygienic factors alone, significant though these are.

The paramount objection to the rebound textbook is its out-of-dateness—and the fact that rebinding tends to prolong its corpse-like existence. Among the rehabilitated schoolbooks now in regular service, there are editions six, eight and even ten years old or older.

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The past ten years, and indeed the past two or three years have been marked by schoolbook changes so fundamental as almost to be revolutionary. Not only have new discoveries in science, changes in political boundaries and institutions, and the general march of events, necessitated revisions of statement, maps, graphs and illustrations in various fields of study, but a remarkable transformation has taken place in educational emphasis and method which only the newest books can adequately reflect. The up-to-date textbook meets the pupil where he is, and links him to his environment. The pupil reads more actively because he finds the world more interestingly presented. The newer textbooks, even in subjects like Latin and mathematics, succeed in relating study to the life situations of today. The newer books are bringing insight and understanding of modern society and its problems. They are encouraging pupils to exercise their mental faculties, not just to store up facts but to compare and analyze and think.

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Something energizing, something that allures and entices boys and girls not only to study but to want to learn more and more, has entered into the preparation of the newer and better schoolbooks. Not to put such books within reach of today's children in the schools is to deprive them of a portion of their educational heritage—their right to have the best possible start in life, when life has become so difficult and so complex.

Through a combination of keen effort to outdo themselves and one another in the production of more effective teaching tools and through sincere

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desire to render educational service of a high order, publishers have broken traditional fetters, and are paving the way to more and better education.

Reconditioned books make badly conditioned boys and girls. Not warmed over victuals, but carefully chosen, well prepared and freshly cooked foods, rich in intellectual vitamines, ought to be provided—if the schools are to make their proper contribution to an improved society.

The purpose of books in school is not merely to transmit the facts they contain into the heads of learners, but to provide the pupil with a key to all desired knowledge for use throughout life. School days are far too short to accomplish much more than expose the pupil to a few books and give him a taste for more and a notion of where to look for what he may want to read or study later in life.

The rebound book is scarcely a book at all, in its ability to serve the pupil. It makes education static. It keeps a text in use long after pupils, teachers and parents would like to see it displaced.

Only with too much patience do self-respecting teachers put up with the texts they are expected to get along with in many schools. Texts that were far beyond the limits of adequacy and sanitation, and fit only for a bonfire, are given a new lease of life—germs and all—through this so-called reconditioning.

Some of the leading superintendents tell us that rebinding projects cannot be justified on economic grounds, to say nothing of educational ones. They regard rebound books as very costly substitutes for new ones. They point out that publishers make liberal allowances for old books toward new and up-to-date ones. They say rebinding preserves in unattractive form that which ought to be discarded. They wish that public money which is spent on repairing schoolbooks—if it must be spent at all—might be spent in some manner not to hamper the work of the classrooms.

The serious reduction of book sales in recent years threatens to discourage competent writers from this field, and there is danger that the schools of the future will lack for books of the highest instructional value unless common sense in the supplying of proper instructional tools asserts itself and true economy takes the place of false.

Sexson to Head Administrators

SUPT. JOHN A. SEXSON of Pasadena, California, received the highest number of votes in the final preferential ballot for president of the American Association of School Administrators, when the Board of Tellers of that organization met at the headquarters building of the National Education Association, Washington, D.C., on January 8, 1938. Election by preferential ballot was adopted by the Administrators at the meeting in New Orleans last winter, when they changed the name of their association from the Department of Superintendence to the American Association of School Administrators, a Department of the National Education Association. Superintendent Sexson will take office March 15, following the annual convention of the organization at Atlantic City, February 26-March 3, at which Superintendent Charles B. Glenn of Birmingham, Alabama, will preside. Superintendent Glenn was elected at the New Orleans meeting.

J. A. SEXSON

Members of the Board of Tellers were: Milton C. Potter, superintendent of Milwaukee Schools, *chairman*; Superintendent B. M. Grier, of Athens, Georgia; and Superintendent Harvey O. Hutchinson of Elmira, N.Y.

Under the procedure adopted at New Orleans, ballots were mailed to all members in October, with the purpose of selecting five nominees, whose names were printed on the final ballot. In addition to Superintendent Sexson, the following superintendents were listed: Louis P. Benezet, Manchester, N.H.; Ben G. Graham, Pittsburgh; Carroll R. Reed, Minneapolis; and James P. Vaughan, Chisholm, Minn. Superintendent Sexson won by 211 votes over Superintendent Reed, who was the runner-up.

Other officers for the coming year, to be elected at the Atlantic City convention in accordance with the method of balloting formerly in use, are the second vice-president and a member of the executive committee to serve for four years. The retiring president automatically becomes first vice-president.

Welcome to Atlantic City

Where the American Association of School Administrators will meet from February 26 to March 3.

A. S. CHENOWETH
Superintendent of Schools
Atlantic City, New Jersey

ATLANTIC CITY is prepared to welcome the first convention of the American Association of School Administrators.

We have reason to believe that this will be one of the largest groups of educators assembled in recent years, and the program prepared by President Charles B. Glenn assures all who attend of really worth-while experiences.

Those who have visited Atlantic City need not be told that we have ample hotel accommodations at reasonable prices within easy walking distance of the great Convention Hall. While most of the beach front hotels have been booked to capacity for months, there still remain hundreds of excellent rooms in first class side avenue hotels. No one should stay away from this convention for fear that he cannot secure suitable accommodations.

We cannot hope to match the gracious hospitality which Superintendent Bauer and his fellow citizens showered upon us last year in New Orleans. We shall do our best, however, to make our visitors comfortable and happy. The city will belong to them for as long as they care to stay. All of us, from Mayor Charles D. White on down, appreciate the importance of this convention, and we shall do our utmost to make it successful in every way.

Only one special entertainment feature has been planned, but that one is certain to thrill our guests, and I venture to predict that it will remain in their memories for a long time. I refer to the ice carnival on the night of Wednesday, March 2.

We feel that most of our visitors will prefer to find relaxation in their own way. The program will permit one to walk as much as he wishes on the Boardwalk, and there is no lack of diversions of other kinds for those who seek them.

Our schools will be open throughout the convention. Visitors will be welcome at any time.

The Atlantic City public schools, like practically all schools in the United States, have suffered seriously in the depression. A budget reduction of more than 33 per cent. has meant a heavy loss of personnel as well as salary reductions. In spite of all restrictions, however, the teachers have kept their morale to an amazing degree, and we are going forward with a fixed determination to make the school system even better than it was in the so-called "good old days."

Many of our visitors may wish to see our High School with its more than 2,800 pupils. They will find an unusually able principal and faculty working in a very democratic atmosphere. We are particularly proud of the fine cafeteria (visitors welcome—prices reasonable) and of the relaxation period after lunch in the gymnasium where pupils may dance to the strains of a good school jazz orchestra. Yes, we do the Big Apple too!

The High School has been experimenting for several years with adapted courses; this year we have a new curriculum called Life Arts and Science. We do not maintain that we have solved all our problems but we do feel that we are moving definitely toward a better program with the pupil rather than subject matter as the centre of interest. Visitors are urged to discuss these changes with Principal Henry P. Miller and his staff. We shall appreciate suggestions.

Our vocational schools have well established courses in carpentry, automobile mechanics, painting and decorating, electricity, plumbing, printing, commercial cookery and sheet metal work for boys; in beauty culture, hotel and restaurant service, dressmaking and retail selling and business practices for girls. New courses are now being developed to train waitresses and cooks for employment in the hotel industry.

Most of the elementary schools have classes from the kindergarten through the sixth grade. The majority of seventh and eighth grade pupils are assembled in one building called the Junior High School. This school has some of the features of a regular junior high school although it is still part of the elementary school system.

With the co-operation of the Works Progress Administration, we operate four very successful nursery schools and a fairly comprehensive adult education program in evening schools. There are also vocational evening schools for those with wage-earning experience in certain trades.

One of our most interesting experiments has to do with a group of boys who for one reason or another were failing in the regular work of the sixth, seventh and eighth grades. We have brought these boys together in the Boys' Vocational School and placed them in charge of understanding teachers with instructions to give each boy a chance to do something that he can and will do with success. Most of their work is in the shops but they also spend considerable time on academic subjects. The latter, needless to say, are presented without regard to standards. Results so far have been most gratifying.

We are looking forward to a wonderful convention here in February. I hope that many of our visitors will take the time to visit some of our schools and will give us the benefit of their friendly criticism.

Helping Youth to Plan

The Nation's School Administrators will focus their attention upon this vital problem at their conference in Atlantic City this month.

BELMONT FARLEY

FORESIGHT is a quality which the American people have liked to attribute to themselves from the earliest days of our nation to the present. The necessity of planning is today more widely recognized than it has ever before been in American life. This is especially true with regard to the planning of a life career. The sound guidance of youth is an objective of education which many schools earnestly try to achieve. What educational institutions at every level can do to help young people to plan living with a look ahead is a prominent topic for discussion at the sixty-eighth annual convention of the American Association of School Administrators which will be held at Atlantic City February 26-March 3, 1938.

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The National Society for the Study of Education will strike this note as the convention opens on Saturday, February 26, in a discussion of the Society's yearbook entitled "Guidance in Educational Institutions." The yearbook was written by a committee of which Dean Grayson N. Kefauver of Stanford University is head. The program of guidance proposed in the Society's annual publication includes attention to the development of personality, the adaptation of instruction to individual needs, and the satisfactory placement of the graduate in the life of his community and in his vocation.

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A high spot in the main convention program Tuesday morning will be the report of the Commission on *Youth Problems*, selected as the topic of the Association's current yearbook. The Commission is headed by Superintendent E. E. Oberholtzer of Houston, Texas, past president of the organization. Important chapters of the report deal with guidance and adjustment of young people in school and out; the building of a life-centred curriculum; education for leisure; the significance of the youth movement today; and the development among young people of a sense of responsibility to community, state, and nation. Discussions of the report will be held in forum style with Chairman Oberholtzer and Edwin A. Lee, director of the National Occupational Confer-

CHARLES B. GLENN

President
American
Association
of
School
Administrators

ence, opening the discussion with brief addresses. United States Commissioner of Education John W. Studebaker will preside. Others who will take part in the panel include: Assistant Superintendent Richard D. Allen, Providence, R. I.; Professor Goodwin Watson, Teachers College, Columbia University; Superintendent Homer W. Anderson, Omaha, Nebr.; Superintendent David E. Weglein, Baltimore, Md.; Director Homer P. Rainey, American Youth Commission.

The complex present-day problems of youth as analyzed in these significant yearbooks, together with other problems which modern young people face, will constitute the subject of a number of departmental and special programs of the convention.

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At the first general session on Monday the school executives will turn their attention again to federal participation in the support of public education. The promotion of Congressional legislation to secure federal aid has been held in abeyance several months, pending a report of a committee appointed by President Roosevelt to study the national government's responsibility in the development of citizenship and the preparation of its young people for economic independence and satisfactory social adjustment. The long awaited report is expected from the White House a few days before the convention opens. It will be presented to the school executives by the committee's chairman, Floyd W. Reeves, professor of Education, Chicago University.

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The Educational Policies Commission, appointed two years ago jointly by the American Association of School Administrators and the National Education Association, will announce the policies which it is endorsing, and will summarize the work which it has done to date. The chairman of the Commission, A. J. Stoddard, superintendent of schools at Denver, Colorado, will make the report.

Among principal convention speakers are President James B. Conant of Harvard University, and William Lyon Phelps of Yale University, who will contribute to a larger representation of higher educational institutions than is usual on the annual programs of the school executives. Dr. Phelps will deliver the principal address of the vesper service, which features special music including the Westminster Choir from Princeton, New Jersey.

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Special honors of the convention go to Charles H. Judd, who is retiring from his position in the University of Chicago after more than forty years of service to education. The Associated Exhibitors will present its annual award for outstanding service to education to Dr. Judd, and Payson Smith of Harvard University will present Dr. Judd, on behalf of the American Association of School Administrators, an honorary life membership in the organization.

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A session of the convention devoted to handicapped children will include as a speaker Helen Keller, whose defeat of her handicaps has astonished the world for many years.

Convention speakers include His Excellency Francisco Castillo Nàjera, Ambassador from Mexico; Honorable Francis B. Sayre, Assistant Secretary of State of the United States; George F. Zook, president of the American Council on Education; Frederick M. Hunter, chancellor, State System of Higher Education, Oregon; George D. Strayer, Teachers College, Columbia University; E. W. Butterfield, state commissioner of education, Connecticut; Orville C. Pratt, superintendent of schools, Spokane, Washington; and John A. Sexson, superintendent of schools, Pasadena, California.

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President Charles B. Glenn, superintendent of schools, Birmingham, Alabama, is including in his program novel entertainment features, among which is an ice carnival which will follow a "friendship dinner" on Wednesday evening, attendance at which is open to all members of the department. The ice carnival will be held in the arena of the Atlantic City Auditorium with professional stars on exhibition. A convention feature introduced by President Glenn will be a reception for new members on Monday afternoon, at the Ambassador Hotel. A special program of entertainment on Sunday evening will be presented by radio artists of the National Broadcasting Company.

The convention of the Administrators will begin with the ceremony of opening the convention exhibits, a feature reintroduced at this meeting after having been omitted for several years. President Glenn will preside at the exercises. Speakers include the Honorable C. D. White, mayor of Atlantic City, and Earle F. Opie, Chicago Heights, Illinois, president of the Associated Exhibitors.

The Romance of Teaching

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

"It behooves us to remember that teaching is 'painting a picture, not doing a sum.'"

"OUR students are still succeeding nobly in their efforts to prevent our thrusting knowledge upon them," remarked a witty college professor to several of his teacher colleagues who met by chance in the lobby of a hotel in the city to which an educational convention had brought them. All laughed at the witticism, and the conversation proceeded. But the joke may have had at its basis a truth which should be taken with the utmost seriousness. Has our educational system degenerated into a vast machine of coercion? Are we failing to arouse intellectual curiosity in our students? Are we substituting external compulsion for the kindling of the inner fire? Has teaching become a mechanical craft rather than an art? To answer these questions with any degree of thoroughness would compel us to grapple with some of the most far-reaching educational problems.

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Probably the most marked trend in American education during the past forty years has been the increase in enrollment in all types of institutions. In practically every American city the number of students in the high school has multiplied again and again during the present century, the growth in enrollment being surpassingly greater than that in population. In many a town in which the high school as late as twenty years ago was an institution of insignificant size, enrolling a more or less selected group, it has now an impressive building, a large student body and necessarily a large faculty. This inevitably means mass education. The elimination of the one-room rural school also brings larger groups together with the consequent depersonalizing tendency.

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The same trend manifests itself in higher education. In certain small towns within the memory of those not especially advanced in years, class after class would be graduated from the local high school without a single graduate going to college. I remember the president of a school board of a little city in an eastern state during the course of an address in which he was lauding the educational ideals of the community proudly pointing to the fact that five of its young people were in college. And in those days being a college graduate in itself gave an individual some distinction, deserved or undeserved. Much water has gone down our rivers since that time. To go to college is now the accepted order of events. If a degree of prosperity comes to a family, the sending of the boys and girls to college is looked upon as an almost absolute social requirement. High school graduates who cannot go farther are likely to pity themselves. Parents financially able to do so are severely criticized if they do not give their children the advantages of a college education. The aptitudes and interests of the student involved do not figure at all in this social pressure. Emerson's eccentric and picturesque aunt, Mary Moody Emerson, said that her nephews were "born to be educated." Today there is a tendency to regard a college education as the birthright of the American youth whether he is "born to be educated" or not.

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Mass education in itself brings problems in its wake. Where the teaching of thoussands is involved affairs must be managed differently from what they were when only hundreds were concerned, or when it was a matter of scores, as was the case in many high schools a generation ago. And matters are further complicated when a large proportion of the thousands are entirely lacking in intellectual background or interest. In discussing the important subject of student background one must avoid the sin of snobbishness. One of the most alert, vigorous minded students with whom I have ever come into contact, a youth with far-ranging interests and genuine zest for things of the mind, came from a two-roomed cabin in the Kentucky mountains. He once showed me two or three letters from his mother. As I read them I understood that from a purely intellectual viewpoint he brought from that humble home more than any teacher would ever give him.

On the other hand, Reginald Augustus Babbitt was the product of a rather prosperous home. The family lived in a new Dutch Colonial house in that impeccably respectable residential district of Zenith known as Floral Heights. But what about the intellectual environment? A few words concerning education from the esteemed

head of the house, George F. Babbitt, realtor, gives us all the light which we need in that regard: "No, and I tell you why, son. I've found it's a mighty nice thing to be able to say you're a B. A. Some client that doesn't know what you are and thinks you're just a plug business man, gets to shooting off his mouth about economics or literature or foreign trade conditions, and you just ease in something like 'when I was in college—course I got my B.A. in sociology and all that junk.' Oh, it puts a crimp in their style."

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Other factors as well tend to make the process of education a matter of operating a machine. Our age is one that has an intense admiration for "the keen unpassioned beauty of a great machine." Matthew Arnold once spoke of faith in machinery being the besetting sin of the England of his day. The deification of the mechanical is every bit as marked a charasteristic of the America of today. Closely allied to it is a feeling that to be excessively systematic is to be highly efficient. If these principles are too rigidly applied to the work of education, there is a decided danger that we shall defeat our own ends. In a letter which he wrote many years ago to a young man just about to graduate from college Justice Holmes expressed a large part of his life philosophy in thirty-five words: "Life is a romantic business. It is painting a picture, not doing a sum; but you have to make the romance, and it will come to the question how much fire you have in you." It behooves us to remember that teaching is "painting a picture, not doing a sum." There is something more to it than outlines, tests, term papers and the other paraphernalia of classroom organization.

In dedicating a building at Harvard, William H. Taft said: "These marble halls chide us unless we people them with teachers who set on fire the souls of young men." And in the long run in teaching, too, the question is, "how much fire you have in you." Dwight Morrow in speaking gratefully of the contribution of his alma mater to his life also put a big truth into a few sentences: "The curriculum does not make the college. The teachers make the college. And whether you are one year or fifty years out of college, in your sober moments the college means a lecture-room with a real man leaning over the desk—a real man by the side of whom many of those who are now called great are shriveled into nothing." And this real man is never a lifeless machine following a dull routine year after year. The real man who leans over the desk is one with the ability to set minds on fire with a quenchless enthusiasm. In this connection we must not forget Carlyle's famous description of teaching as "Thought kindling itself at the fire of living Thought!" It is well to remember the further comment of the prophet of Chelsea, "How shall he give kindling, in whose own inward man there is no live coal, but all is burnt-out to a dead grammatical cinder." A fundamental requisite of effective pedagogy is this glow of contagious enthusiasm. Without it there can be no real teaching.

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Some years ago a young man began his first year as a college teacher. He felt reasonably well-equipped for the teaching of his own particular subject, but he was suddenly drafted to teach a class in psychology. This meant hard work. He literally studied his textbook to pieces and after exhausting the volumes in that field in the college library he availed himself of the stores of the neighboring university. Although he had found the work intensely interesting, he felt all year that he should not be teaching that subject. And in the years immediately following he looked upon the excursion into another field as one of the pedagogical sins of youth. Twenty years later he met one of his former students who told him how much that course had meant in her life. In two other instances that summer he had the same experience. Now this is no plea for the entrusting of subjects to teachers not prepared to teach them. The shores of educational life are strewn with failures on exactly this account. The thought, however, is that in spite of handicaps, material that is fresh, glowing and vital can be taught effectively.

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In an address given to the American Library Association in June, 1937, Dr. Homer P. Rainey laments the widely prevailing and exceedingly unfortunate attempt to teach literature by following the science type formula of teaching. In this connection he says: "Among the poorest results of the educational program are those achieved in the teaching of literature. Literature is taught not as art to love and appreciate for its own sake; it is too often subjected to an analytical, scientific dissection. . . . Why should there be a final examination in a course in English literature? How can one be examined adequately on his appreciation of Shakespeare for example? The fact that final science type examinations are given in such subjects is excellent evidence that there is an utter confusion of objectives."

Teaching is a romance because it has to do with people. The task of the teacher is very different from that of the man who adjusts nut 123 in a super-organized automobile factory. Human beings are never fixed quantities. They become what we see in them. What we call forth from them makes them different. Education is more than training an animal to perform certain more or less complex tricks. It should give men perspective and free them from imprisoning provincialism. It should make them appreciative of old truth and responsive to new and give them the privilege and the joy of knowing "the glory of the lighted mind." Teaching which does this is "painting a picture, not doing a sum."

Minneapolis School of the Air

CARROLL R. REED
Superintendent of Schools
Minneapolis, Minnesota

How one city's school system offers pupils and public a broad educational program by radio.

CO-OPERATING with four local broadcasting stations, Minneapolis public schools this school year are giving students and other listeners the broadest program of radio education ever attempted in the Northwest by a single institution.

Yet this enlarged public service by the schools has been planned so as to keep it on a high professional plane and to avoid an unreasonable drain on the time and effort of either teachers or students participating.

Centralization and organization of the entire activity under the Division of Instruction and the school system's Audio-Visual Education Committee ensures variety of co-ordinated material, adequacy of preparation and presentation, and distribution of opportunity, responsibility, and credit.

According to a carefully prepared long-time schedule, part of the material is planned primarily for classroom consumption and part for the general public. The Minneapolis public schools have assumed major responsibility for talent and script for four programs given weekly, one semi-weekly, and one on each school day. An outline of the programs shows their broad scope.

On each Tuesday at 2.30 p.m., "News X-ray," over Station WCCO, gives social studies classes a fifteen-minute survey and background picture of significant current events. The station commentator bases his script on suggestions and material regularly supplied by students and teachers. The Division of Instruction provides mimeographed outlines and reference material for advance and follow-up study.

"Uncle Bob's Club of the Air," each Wednesday at 4 p.m. over WTCN, presents a group of Washburn High School students in fifteen-minute dramatizations of various aspects of the field of chemistry. The material is given in non-technical form for students and the public.

Work of the schools in music, domestic science, occupational guidance, and other widely separated fields is exemplified in concerts, skits, discussions, or talks through the "Learned by Living" weekly fifteen-minute broadcasts on Thursdays at 1.15 p.m. over station KSTP.

These programs all involve student participation. The non-student broadcasts include:—

Five-minute talks on educational topics each Monday and Thursday at 7.25 a.m. by the Minneapolis superintendent, speaking into a microphone installed in a high school near his home.

Fifteen-minute talks each Thursday at 4 p.m. by a member of the instructional personnel over KSTP in the "Journal School Forum," sponsored by the Minneapolis Journal, a daily newspaper. The speaker is changed each month.

A ten-minute broadcast each school day, "School News," by the Public Information Office of the schools directly from the Board of Education offices, presenting news and feature material of educational activities in the schools, central board offices, and parent-teacher associations, over WDGY at 8.45 a.m. each school day.

In addition to these regular programs, the superintendent and other members of the administrative and instructional personnel occasionally are guest speakers on radio programs.

Through the various co-ordinated phases of preparation and presentation carried on through the Audio-Visual Education committee, efforts are undertaken to make the broadcasts of greatest practical educational benefit to the pupils and teachers who take part.

Advice to the Beginning Teacher

E. R. VAN KLEECK
Superintendent of Schools
Norwich, New York

WHEN you apply for a teaching position — show an interest in the problems of your prospective employer. Put some personality and individuality into your letter of application. Seek an interview, ask intelligent questions, and don't haggle over salary. Deal with the professional administrator—the superintendent or principal—if possible, rather than with members of school boards.

After you "land" the job—saturate yourself in advance in the atmosphere of the school, and find out all you can about your subjects, your prospective pupils, the texts you'll use, the town and its people, its customs and its peculiarities. The only town without peculiarities is the one about which you know nothing.

When you begin teaching—have the first day's work and the work of the first two weeks planned so thoroughly that you know just what you are going to do, and how and when you're going to do it. Your confidence and poise are contagious with the pupils. You make or break yourself with them within the first week.

After you've taught awhile —remember that there are other teachers, other subjects, and activities besides those in the school. Likewise there are grades above and below yours. Find your place in the system. Get all the help possible from the more experienced teachers. They've learned a thing or two! See the necessity for routine, and handle it on time. Put up with the rules, regulations and red-tape; the principal dislikes them as much as you do.

Plan, plan, and keep on planning. The ability to look ahead is what makes you more valuable than the ditch-digger. Don't get so entangled in red-tape that you forget the goals of your subject and of the school.

Be fresh and rested when you meet your classes. Trouble comes when you're tired out. Troublesome pupils don't cause cranky teachers; on the contrary, cranky teachers cause troublesome pupils. On your "off days," dodge crises. Don't overdo night work or "paper-work." No superior disciplinarian is ever discharged, for such a teacher always gets results.

Don't over-assign. Long, unreasonable assignments indicate a green teacher, whether in school or college. There is a point of diminishing efficiency in drill as in everything else.

Keep 'em interested, and they'll keep themselves busy. When they're busy control takes care of itself.

Keep your own balance. Keep a sense of proportion. Remember that things work themselves out and that only death is permanent. The first year "out" is a series of minor tragedies, but don't let them "get you down." Don't make mountains out of mole-hills. Don't let things "get on your nerves." Remember that your principal isn't really unreasonable—he just seems that way.

Adapt yourself to conditions as you find them. The only educational Utopias are the ones in the college textbooks. Take things as they are; there's no merit in bumping your head against a stone wall.

Cultivate resiliency. You must be able to "take it" as well as to "dish it out." Be like the rubber ball, and the harder you're thrown, the higher the bounce.

Develop some outside interests. There are more nervous wrecks in the teaching profession than anywhere else. It's difficult to get water from an empty well, so see that your well of personality is replenished from time to time.

Co-operate with the parents. You need their help, and it's as foolish to try to build a child's personality with home and school at cross-purposes as to attempt to build a house using two different sets of blueprints. Here, as elsewhere, "molasses catches more flies than vinegar."

Boards of education are not so black as they're sometimes painted. Neither are principals or superintendents. Principals, too, have "individual differences," and there ought to be a course in "Principals of Education." Work with your superiors, and back them, don't buck them; the only place in which there's no co-operation is the lunatic asylum. Remember that your principal has his troubles too, and that he appreciates teachers who solve their own minor problems, who say what they have to say to him directly and not behind his back, and who make themselves useful. Bear in mind that being useful will excuse a great many faults; all of us in administration have teachers whom we'd "let go" overnight, were it not that they did some few things so well that we could scarcely replace them.

Don't hop from job to job like a grasshopper; stay in one

place long enough to accomplish something. But, at the same time, don't let professional grass grow under your feet. Always think of the next step, and of how you're preparing for it. *But* this doesn't necessarily mean going to summer school the first summer after you've finished college, or going every summer either. Maybe a good rest would do you more good.

Keep the goals of education—of child development—always before you. Don't succumb to discouragements, for "today's dreams are tomorrow's commonplaces."

A Camera Club for the Small High School

STEPHEN A. GRIFFIN
Principal of the High School
Livermore Falls, Maine

Here is a school activity which carries through into the real life of the student

DURING the past two years a camera club has been carried on as one of the extra-curricular activities in our high school at Livermore Falls. Camera clubs have been part of the campus life of many colleges and universities, and it was thought that the idea might be applied to students of high school age. The work attempted in high school camera clubs must, of course, be very elementary in comparison with the work done by college or advanced amateur clubs.

Why have a camera club in high school? This question is one that may be rightly asked by any educator. There are many reasons, of which I will state the most outstanding. Photography is the handmaiden of almost every undertaking in the modern world. As a leisure-time interest, it ranges from the making of simple records of pleasure trips, to the creation of studies worthy of being hung in great international exhibitions. In the practical world, we find science, business, and even the more modern teaching methods, use photography to make their work more complete. Most students in high school today are going through the last few years of their formal education. For most of them, college or any other advanced school is out of the question. If they are to come in contact with the elementary principles of photography, it must be in the high school, and it must be by one or both of two methods: (1) a camera club; (2) an elementary course in photography. Only the larger schools, or those in the wealthier communities, will be able to institute a course in photography. The average small school will as yet have to rely upon the camera club as the medium of motivation and instruction.

Some will say that the matters of lenses, cameras, and films are studied in the science courses of our high schools. It is true that they are taken up in a general way, but the camera is described because in it is found a lens of some sort, and the sensitive photographic plate or film is mentioned because on it is found a silver salt which turns black when exposed to light. The actual manipulation of cameras; their possibilities; the processes of development, as applied to both negative and positive materials, can not be taken up; to say nothing of the simpler rules of composition as applied to portraiture and pictorial work.

In the camera club formed in this high school, the organization and methods have been planned with particular regard for the pupil whose formal education ceases upon the completion of high school, although pupils in the college preparatory groups are, of course, encouraged to join the club. Camera club is an activity that appeals definitely to a group with various interests and mental abilities.

In almost any school with an enrollment of 200 or over, will be found one faculty member who possesses the qualifications necessary in the leader of a camera club. He or she should know how to take ordinary "record" pictures, and how to develop films and print the pictures. If the leader possesses knowledge or has had experience in photography beyond that mentioned above, so much the better. The richer the experience, the more can be accomplished in the club. In any case, the leader will find himself learning as he goes on with his enthusiastic young group.

With a leader possessing at least the minimum qualifications I have outlined, a program similar to the one we have followed at Livermore Falls may be worked out. Local photo-finishers and camera supply

stores will often be found willing to lend apparatus for demonstration by the leader, and are always glad to assist the club in any possible way. Our program can, of course, be modified to provide activity suitable to both the instructor and the group, and is given here merely to show what actually has been done in one small school.

Our Camera Club Program

Organization; election of officers.

Study of a pin-hole camera and the making of pin-hole prints.

Demonstration of focusing with an old 5 × 7 plate camera with ground glass back; comparison with view-finders on modern cameras.

Demonstration of prints showing what not to do: double exposures, poor composition, under or over exposure of negative, improper exposure in printing, improper fixing and washing of prints.

Study of color filter, sky filter, and portrait lens, showing prints to illustrate the use of each.

Winter possibilities—panoramas, snow pictures, Christmas greeting cards, and a detailed study of the making of table-top pictures.

Development of films taken by club members, each doing his own after a demonstration.

Actual making and use of blue-print paper.

Contact-printing by members, using both printing-frame and a simple home-made printing-box.

Ferrotyping (making glossy prints).

The making of enlargements with home-made apparatus; incidental study of composition in enlarging.

Study of the various magazines devoted to photography, especially to learn the principles of composition.

Demonstration of the radiopticon (or reflectoscope) as a means of showing photographs to a group.

Demonstration of a simple box stereopticon camera.

Demonstration of simple apparatus for photomicrography.

Demonstration of the making of wide-angle pin-hole views.

Demonstration of simple apparatus for copying photographs.

Examination of an inexpensive moving picture camera; the showing of a film which included "movies" of the camera club.

Final exhibition of pictures taken by club members.

It will be noted that the program includes a final exhibition. This will be found very helpful. It offers the individuals of the club an opportunity for self-expression and recognition. The activity of the club is motivating in itself; the actual developing of a film, the making of a print, the projection of an enlargement; but the final exhibition seems to provide a crowning type of motivation. The club members, after performing all the manipulative processes, find that there is to be an exhibition in which their work is to be shown.

The exhibition may be very simple in organization. It is advisable to make the classification of photographs on the simplest possible basis. A small prize may be offered, financed by a collection from the members of the club, or from regular dues. It may consist of an enlargement of the winning print, made by the professional photographer of the community.

That the work of the camera club has been of value and interest to our students is clearly indicated by the fact that in its second year the club has a membership of 73; almost exactly one-third of our total registration of 225 students.

Some of the more ambitious and advanced members have come to the leader's home in the evening for advice and demonstration of an individual sort. Every indication shows camera club to be a school activity that carries through practically 100 per cent. into the real life of the student, enriching his leisure hours, and giving a valuable outlet for his energy.

A Tribute to My Evening Class

Ernestine Worthy

Perth Amboy, New Jersey

School nights . . . .
Spent with people whom I do not know;
Who graciously trust me
With important evenings of their lives;
Who lay aside their troubles for awhile
And try to find surcease
From out of books.
They'll never know
What teachers they have been to me.
As in my feverish flight
I thought 'twas I
Who stopped along the way
To give out crumbs of knowledge.
But nay . . . . .
I come away each night
Enriched.
And softly chant my thanks.

Close-ups of Good Teaching

ORLIE M. CLEM
New York University

In this second article the author takes you on a little journey to two other Great Classrooms. Other such journeys will follow.

THE next classroom is in the *fine arts*. It is really an auditorium period in music appreciation. Two men teachers are in charge of this meeting. One functions as "lecturer," the other as pianist. The lecturer says: "Today, we are going to play for you Beethoven's *Moonlight Sonata*. Before we do so I am going to tell you a few things about Beethoven. Beethoven was one of the world's greatest composers. Like many other men of genius, he had many interesting eccentricities. For example, when he was composing his head would become hot; he would throw a pail of water over his head in order to cool it. He would often take strolls in the moonlight through the streets of Vienna. He was wandering aimlessly and restlessly one beautiful moonlight evening in a quiet street, when from a house came the strains of one of his own compositions rendered with intense feeling and rare interpretation. Through a window he saw a charming girl playing the heavy selection from memory. He sought admittance, and listened for a time to the beautiful music of the beautiful girl. And then she stopped, turned to Beethoven and said: 'Oh, how I would like to hear the master play.' The charming music, the beautiful girl, the moonlight streaming in at the window, and falling upon the piano, moved Beethoven to improvise his greatest composition, the *Moonlight Sonata*."

At this point, the pianist begins to play the famous sonata. The lecturer comments somewhat as follows: "At this point you will hear soft, tender notes. Beethoven is thinking of the time when this charming girl is still young and goes tripping along through the meadows. Beethoven is still young himself, and as he looks at this girl his heart is moved with love. You will sense this emotion in the notes now being played. Now, Beethoven looks at the girl very carefully and observes for the first time that she is blind. When he reflects that this charming girl will never see again it makes him very sad. You can feel his sorrow in these low deep tones." And thus the lecturer interpreted Beethoven's *Moonlight Sonata*. At the conclusion of the composition, the lecturer said: "We have told you the story of Beethoven's *Moonlight Sonata*, and have played it for you. Mr. Doe will now play it for you without comment. We hope you will like it."

The junior-senior high school pupils in this auditorium period are fascinated with the character of the composer, the story of the sonata's origin, and with the charm of the great masterpiece. The pupils are experiencing through music the joy of living, the tragedy of misfortune, the exaltation of love. It is a real lesson in music appreciation.

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The next classroom is in *physical education*. The director of work in physical education believed that the purposes of physical education are as follows: First, to teach pupils to do better those desirable activities they will perform anyway; second, to reveal higher forms of activity, to make these activities desirable and to an extent possible. This director considered that a sound outcome of physical education should be sound character and good citizenship with health as a by-product. The director did not attempt to force his own philosophy upon the boys; it was enough for him that they had more and more fun. In this school, the gymnasium was an annex to the street, and the boys were directed by leaders of their own choosing. The director of this gymnasium once described his point of view to Dr. Fretwell as follows:—

> "I did not see any reason for not having the gymnasium as an annex to the street. From my own experiences of having lived and played in the city all my boy-life, I knew, and the boys knew, that most of the fun of having real good hard games comes on the street after school with the gang in the block. One or two of the fellows, usually the 'choosers,' acted as leaders and, as long as nobody interfered and the ball lasted and policemen kept away, we had a wonderful time. This was proof to me that boys could organize themselves. To get started in the gymnasium, all that was needed was the spirit of the street. The first day I had to lend a basketball and an indoor baseball set. The boys be-

gan to learn better those games they already knew, and I taught them some new ones. Equipment was necessary. By organizing an athletic association with dues of twenty cents a semester, the two hundred boys, by clubbing together, could get forty dollars' worth of equipment. This was really the same money they usually spent in getting a ball or mitt or other athletic equipment for the street. The big thing, in fact the entire success in making the gymnasium a part of the street, depended upon co-operation of the boys."

In terms of his fundamental philosophy, this director of physical education taught the boys to play better some of their old games and taught them better ones. He taught them to play skillfully. His emphasis in all activities was on playing the game fairly rather than on merely being "good boys." He aided them in choosing real leaders, not just bullies. From the co-operative spirit developed in this gymnasium classroom, later developed an athletic association, a leaders' club, and finally a general organization of the entire school. Dr. Fretwell said of this gymnasium classroom:—

> "This work, centred in the gymnasium, affected the classrooms in method, in subject-matter, and in discipline. It revolutionized the assemblies. This spirit, starting in the gymnasium and aided by some of the classroom teachers, captured the school. From the endless complexity of races, nationalities, languages, and religions; from the varying degrees of poverty, near-poverty, and comfort there developed a spirit of respect and co-operation. They learned team work."

All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School

Augusta, Maine

Parental Discord

A person who is the adviser of present-day young people finds himself confronted with no end of baffling problems. Take, for instance, the case of the girl who talked with me today.

This young woman attends a private secondary school from which she expects to be graduated next June. Her father and mother are divorced, the former having married again. The mother, with whom the daughter lives, is very bitter against her former husband. The girl sides with her mother, but tries to be friendly with her father.

The young woman is already beginning to worry about problems connected with her graduation. Her father has indicated that he plans to attend and bring his present wife. The girl's mother declares that she will not come if her former husband is there. So my young friend comes to me for advice.

What can any one say regarding a situation like that?

I finally suggested that the girl have a talk with her father and tell him that she would not care to go through the events of graduation if her mother were not present. I felt that under the circumstances the man might agree to stay away out of love and respect for his daughter.

"But what if he insists on coming?" asked the girl. I replied that as a last resort she might find a good reason for getting away from the school early and ask the principal to let her have her diploma privately at the office.

Ever since the girl left me I have felt depressed. What are the schools doing to make the family life of the nation more stable? That is a question that should haunt us educators in these days of broken homes.

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Stand Yourself in a Corner

A respected fellow principal was telling me some of his difficulties. He maintained that he does not get good support from his faculty and from the community. There is no doubt that the man has a real grievance, but I fear that his attitude and activity are not such as will correct the situation. When things go badly in our schools we principals would better stand ourselves over in a corner and sternly address ourselves thus:—

"Mr. Principal, the mistakes and shortcomings to be found in your school are not due primarily to your students, or to your teachers, or to your superiors, or to the community, or to the times, or to the perversity of human nature; the reason for what is wrong lies mainly with you.

"If you were 100 per cent. in your leadership, then every one in your school from your chief teacher to your lowliest janitor would be 100 per cent. in individual effort and in team work, and the school officials and community would give you whole-hearted approval and support. Find out your own weaknesses. Then, when you set out to improve your school, begin on yourself."

The great American indoor sport may be "passing the buck" but we principals should devote ourselves to some other pastime.

What's Blocking Audio-Visual Aids

By HAROLD C. BAUER
Superintendent of Schools
Lakefield, Minnesota

"WHAT'S wrong with education?" asks the layman at many crossroads in America. We have the finest educational plant in the world. We give to our children opportunities for free education that set a standard for the rest of the civilized world. We give to our teachers the right of free speech and a type of intellectual freedom the equal of which is not enjoyed by educators in other nations. We have made available the finest teaching aids and instruction materials the mind and hand of man can devise. Yet the product educators turn back into the intricate pattern of the American scene cannot be woven harmoniously into the woof and warp of this high speed mechanical age.

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Chaotic conditions, both economic and social, are a severe indictment of the manner in which the American system of free education has functioned. Education is hidebound by traditional thinking and Puritanical procedures superimposed upon submissive minds. Educators teach from the present into the past, with increasing enthusiasm as distance lends enchantment to the view. Educators fail to start with the present and teach into the future. This situation exists principally because laggard teacher-training institutions have not kept their thinking abreast of the times. Their product has been trained to glorify the past and to look upon the present and the future with due skepticism.

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The failure of teacher-training institutions to meet the demands of today is aptly illustrated by failure to train in just one phase of modern education demanded on every hand, the use of audio-visual aids.

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The writer in January and November, 1937, sent 2,295 questionnaires pertaining to the use of audio-visual aids to educators in different communities. Five hundred one replies were received and the data compiled. Every educator participating in the study stated he firmly believed in the use of such aids. These 501 educators stated that the biggest obstacle confronting this program was inability to secure trained teachers able to effectively use audio-visual aids in the classroom. To build a comprehensive program, educators had to do the job of training teachers in service themselves. Five hundred, of the 501 educators, flatly stated that more teacher training was needed. Institutions responsible for the training of teachers are not giving educators what they want. They are apparently making no plans to meet the demand in the immediate future.

Whether or not heads of teacher-training institutions think the audio-visual program, or other of the techniques of progressive education are worth the time, is not a question to be decided by them alone. There is a demand from the field that must be considered. Five hundred one educators, from seven Northwest states, have gone on record to the effect they desire to use audio-visual aids to broaden the confines of young minds under their direction. Five hundred educators state they cannot do this job as they feel it should be done because teacher-training institutions are "asleep at the switch." It is time for educators to jar loose from its foundations such hidebound types of traditional thinking. A reaction from educators such as the above is not a polite request. It is a mandate from the people whom teacher-training institutions profess to serve.

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During the past two years the writer corresponded with the graduate schools of the nation's leading universities from coast to coast in the attempt to secure sufficient work to win a Ph.D. in Audio-Visual Education. Only two institutions would undertake the task—and they, with reservations.

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Following that, the writer attempted to further his own education and local in-service teacher-training problems through correspondence with the various state departments of education. Every department of education in the United States was asked for copies of bulletins, syllabi or other materials prepared to aid teachers in service to better understand and make use of available audio-visual aids. More than 75 per cent. of the replies fell within the following classification: "We have done nothing worth mentioning to stimulate or facilitate the use of audio-visual aids." Some few state departments of education reported they did not believe it their responsibility to stimulate the use of such aids. Others stated that while they recognized and felt their responsibility

to stimulate the use of audio-visual aids they simply had not gotten around to do the job.

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Progressive educators must attack the mental inertia in which institutional and departmental leadership has permitted itself to become bogged. To create a better understanding of the audio-visual program and its implications, progressive educators must:—

1. Insist that training institutions offer adequate course work for teachers.
2. Bring pressure to bear upon state, city, and county departments of education to the end that syllabi, teaching aids, and lectures be designed to help train teachers in service. Every state department of education should have one person fully qualified to assist administrators in planning, organizing, and developing the audio-visual program. As matters now stand, the average administrator must spend a disproportionate amount of time in planning the audio-visual program and training teachers in its use.
3. From a good selected bibliography build a usable school reference library.

The above represents a synopsis of resolutions passed at the recent audio-visual institute held at the University of Minnesota, December 2, 3, and 4. The resolutions were unanimously adopted and approved by institute members in attendance from the seven states of Minnesota, Michigan, Wisconsin, Iowa, North Dakota, South Dakota, and Montana.

The Teacher's Part in Recognizing Maladjustment

FREDERICK L. PATRY, M. D.
Psychiatrist
Albany, New York

I BELIEVE that the classroom teacher holds the best promise at present of being the first line of defence in an organizable "first aid" service to maladjusted children.

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This implies that she should have her "common sense" for such problems critically educated. If the classroom teacher fails in this very important obligation of educational responsibility, who will do it? (Consulting psychiatrists, psychologists and child guidance clinics in most instances are not available or sufficient in number at present to subserve the needs of the maladjusted child; nor has the teacher's latent potentiality for such service been recognized or capitalized.) Who is in a better position to recognize first the earliest "growing pains" of maladjustment, and nip in the bud, or assist in modifying, the causal factors giving rise to these symptoms?

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The teacher's armamentarium patently must include specific knowledge, skill and experience as to how to diagnose and give first aid treatment of the common milder types of pupil maladjustments. She must be informed of the significance of behavior as a symptom of child adjustment in the process of seeking satisfaction values. And just as in the case of a bone fracture or eye injury, the teacher must be able to discriminate between varying degrees of seriousness of injury, and have available expert help to share with her first-aid treatment of maladjustments for which she has not the time nor qualifications to function adequately. She should on occasion appreciate the significance of "masterly inactivity."

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The key objective of modern progressive education is effective and happy socialization of children. In essence, this means that the teacher must possess and utilize wisely, knowledge, attitudes, and skills in assisting children in the light of manifold individual differences and likenesses, to make desirable life adjustments all along the line of development. Since varying degrees of maladjustment are bound to crop up, the teacher must become adept in their "first aid" handling. She should become a specialist in first aid to the maladjusted, recognize her limitations and abilities, and know when and where to seek more expert help in the reconstruction of problems of pupil maladjustment. In this connection, the teacher's chief role should be a preventive therapist.

What's Doing in Art?

Question and Comment Are Invited

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Massachusetts

An Opportunity

YOU may have thought the day would never come when you could show the world your genius. That idea hidden in your life in the art class! Be of good cheer. The world can hear from you in this magazine.

Have you an idea like that in Watts's picture of Hope? Watts painted the form of a woman resting on the sphere of our world gently touching the strings of a lyre, listening intently for the cheering murmur of Hope. Reproductions of the painting hang in a thousand schools and homes. Or have you an inspiration for the historical subject, like Jean Ferris, who illustrated great events in American history? His pictures have brought a glow to millions of school children. Perhaps you have an idea for the purely aesthetic painting, which after all may be the highest art. Send in your idea, with detail if you can, to the editor. Some artist may immortalize it on canvas, some other teacher may need it to immortalize her teaching.

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Artist and Teacher

In considering subjects for a picture I feel that my experience of more than twenty years in the art world may be of use to you. By all means release yourself from repression, but avoid pitfalls. For instance, it is easy to think of The Forgotten Man. He has been immortalized by great thinkers for three thousand years. Unless you can present the idea in a better way than they, you should hesitate to choose this subject. Beware, too, of the political-labor theme. It has been overdone in the Cult of the Ugly. Too many artists have made the working man look grotesque, and failed to show his beauty and nobility. There is a considerable school among such artists that denies the necessity of beauty. Don't be hoodwinked. In a few years the craze will be for something different. See whether you can think of something new but civilized.

Remember that art is alert. How can the teacher find something before the artists have got it and bandied it about? In Roget's Thesaurus? Maybe, but more likely she can find something original in the life of an art teacher. There may be something in her life that never enters the life of a "plain" artist. What about the art teacher herself as the subject of an immortal picture? Has anybody seen this done?

•

Exhibit Your Work

To turn to another interesting matter, I hear the art teacher complain: "I can't exhibit my pictures. Everybody is interested in arranging exhibitions for artists and for school children, but nobody cares anything about the art teacher's own work." The art teacher is right. Now, as to the way to put her on the map!

I've had experience in this matter of getting into exhibitions myself. I've studied the wiles of professional artists. Even they have their troubles with juries and dealers. If for no other reason their work often is not accepted because the jury or dealer has "gone modern" or is "too conservative." But frequently it is not accepted because there is not space enough on walls. What does the artist do then? Anthony Thieme and Lester Hornby opened shops of their own in Rockport, Mass. The ordinary art teacher cannot do this, but she can have an exhibition of her own in a school corridor, in the town library, or in the local art club. She can go at this in the way the artist does. He goes as a business man to the person who manages an exhibition building, and arranges the affair privately. He sends a "news item" to a local editor or a circular to several residents of the town. He may arrange a modest tea for the opening. The art teacher will find that people enjoy going to openings. She should not wait bashfully to be recognized. She has the same right to exhibit her pictures that the bank president has to put a brass plate on the door of the bank. Furthermore, she has the same right to organize groups of people to share the business of life.

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Let's Hear from You

In the January issue I opened the vital subject of recognition of the art teacher by the colleges and universities. Since then I have met someone very close to the Harvard faculty, who believes with me in fair play for the creative teacher. The world moves on. By the next issue we should be able to print interesting comments on the January theme. Here is an opportunity for 6,000 art teachers to get organized for their own good. The Journal of Education always has a welcome

for the letter writer who needs to be heard. The Journal will do everything within reason to help him solve his problems.

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Pittsburgh and New York

Pittsburgh is said to be the model city for generosity in public art instruction. Not only does it provide extensive courses for children, but it has spent several thousand dollars lately on copies of masterpieces for two schools. The annual Carnegie exhibition must be a great stimulation. Frederick W. Coburn, editor of many authoritative books on art, says this exhibition is the only great annual art display in the world today. It attracts universal attention. You art instructors should get your own towns to put on something like this if you desire success for art education.

New York is a close rival of Pittsburgh. Some people would say New York stands at the top in public art instruction. Its museum work is splendidly arranged. The Rockefeller Centre is establishing a Young People's Gallery to help the cause of education.

Famous Fallacies . . .4

Patronage and the Public Schools

FRANK M. RICH
Principal Public School No. 2
Paterson, New Jersey

EVEN in towns where spoils politics hardly enter the school system, the best interests of the children are often sacrificed to some form of the public dole fallacy—the feeling that school positions and contracts, somehow, are prizes, which should be raffled off among the deserving citizens of the district, everybody having a fair share at the drawing, except aliens who have no legal claims to the stakes and the owner of some other job, or a husband, or something, who ought to be ashamed to take bread from the needy.

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Certainly public money ought to be used where it will do as much good as possible. What is the right position to take with respect to service and equipment to be bought with school funds? Should orders for supplies and furniture, which can be bought by the schools direct at lowest wholesale prices, be purchased through local dealers, who collect their commission, but in turn spend their money locally? Should contracts for work go to local firms employing local labor, when outside firms underbid? Should supervisorships, teaching positions, clerkships, and the like, go to applicants within the town borders, when outside candidates give evidence of being able to do the work more efficiently? Is it fair for married women to take places or keep places away from waiting candidates that need the work and have no other means of support? Is it fair for one person to hold two or three different jobs, one in the day school, one in the night school, and one in the summer school or on the summer playground? In general, what is the chief consideration—spreading the money so as to give the maximum satisfaction to the maximum number of contractors and employees, or spending the money for the maximum benefit of the students of the district?

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The true protectionist will insist on the development of local talent and industry even at considerable sacrifice and hardship. The true free trader will insist on open competition, to get the best for the money wherever found. As applied to school conditions, he will have one good talking point, namely, that there should be no protective tariff on brains. The true educationist will insist that schools exist for one supreme purpose—to give the oncoming generation the best possible preparation that can be afforded; that anybody, who, by any means, lowers that value in any particular, is to that extent a traitor to education. Consistently with this position, if the local supply dealer needs charity, let us have a tag day and all chip in and support him honestly and voluntarily, but let us not be kidded into giving him the children's school money on the pretence that he is rendering the schools a service. The same applies to labor. Anybody who is willing to give the children a piece of work at half price, or quarter price, or free of charge, is a public benefactor, a donor of a legacy, and we, as custodians of children's rights, are in duty bound to fight any encroachments on their devises. Trade unions in their efforts to prevent the exploitation of workmen by greedy employers, are doing a great social service to

(Continued on Page 69)

Classroom Clinic

Of Personality and Behavior Problems

Conducted by

GARRY CLEVELAND MYERS, Ph. D.

A Boy Who Shrinks from School

Principal J. F. B. writes from New Hampshire:—

"I have a nine-year-old boy in my fourth grade who has developed a very unhealthy mental attitude. He is of superior intelligence, has an unusually attractive personality, and comes from a very fine home, with educated and cultured parents. His general physical health has always been good. As a baby, he received a very severe burn, which his parents feel, may have affected his nervous system. In the first grade, the child had some difficulties, in that he would develop a sudden illness, just at school time. Occasionally, his mother would accompany him to school, to help overcome some fear, such as being late. At other times, she put him to bed as a sick child, and paid very little attention to him during the day. These emotional upsets grew fewer and fewer, and during second and third grades his attendance was regular. He has always appeared very happy in school even when he was so fearful about starting.

"This fall, the child has had some trouble with his eyes. He had them treated, but it covered a period of time, part of which it was necessary for him to be absent from school. Since this time he has been absent more often than present, because of his mental state when it is time for him to start for school. He is afraid of various things, such as being late, getting hurt by an older boy, being noticed by other children when he enters the room, of starting to cry in the school, and more recently, of getting a low mark in arithmetic. He has always had excellent marks in all subjects, but the arithmetic rank is lower, now, because of his absence. Sometimes, his mother insists that he come. She accompanies him, and stays part of the time. While she is present, he feels a little more secure, but when she attempts to leave, more often than not, he starts a scene.

"His teacher is very sympathetic, tries to encourage him to laugh at his difficulties, or to feel proud of himself when he has conquered and controlled his emotions. The principal is ready at all times to listen to his fears and problems, and has provided little responsibilities for him, that allow him to enter school as soon as he arrives, to prevent any playground difficulties before school.

"His doctor is now treating him for his nerves, and has suggested that no pressure at all be brought to bear, if he does not feel like attending school. At present, he attends occasionally, in the afternoon.

"Can you suggest something that we may do to help him? Have we been too sympathetic? Would it be wiser to change our tactics, and be a little more firm about his attendance at school? His parents will co-operate, I am sure, in any plan that you may suggest.

"Will you please answer me personally?

P. S.—I might add that a double promotion was suggested for this boy, or at least that he attempt to do the work of the third and fourth grades in one year. There seemed to be no emotional disturbance at this time, and the work of his grade seemed very easy for him. His parents objected on the ground that he might not be able to obtain the highest ranks by being accelerated, and his two older brothers had always rated A in their school work. Has this any significance to you?"

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ANSWER—Do not take my advice too seriously, but rather as suggestions for you to consider. I do not have enough facts about the lad and his home to warrant feeling sure of myself about these suggestions. I like your cautious, sympathetic attitude toward the problem.

What you say in your P. S. has significance. You will certainly want to induce the parents to put less emphasis on school grades and never again to remind this lad of the A grades of the older brothers. I assume, also, that the school will never refer to their excellence in the boy's presence.

However, since the boy worries over his low grade in arithmetic, skillful tutoring at home and special help at school in this subject would seem very desirable.

He should have lessons in boxing so that he will feel more sure he can defend himself when attacked by other children.

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Encourage the parents to attract other boys his age to their home and provide games and tools there for these children to enjoy amusement together; to let him settle his own quarrels and fight his own battles on the home playgrounds, and to expect him to spend an hour or two daily with other children out of doors. An older boy of the neighborhood might be hired to coach him in such play skills as others his age will approve. Perhaps some of his classmates might be induced to stop for him on their way to school.

While the individual responsibilities he has had assigned at school protect him from problems of the playground they also keep him from the playground contacts he so greatly needs. Expect him to be on the playground with the other children but a teacher should be there to help him and similar children learn to fit into the fun.

When this lad cries in the classroom have him retire to a solitary place until he can control himself. Acquaint him with a signal you will always give for such procedure.

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Advise the parents to keep the radio off while this boy is awake and to work for more serenity in the home, since his doctor declares him very "nervous"; also to keep him away from the movies except for once a month or two months; that when he goes it will be with other boys and the father, never with mother, even if an older male attendant must be hired to accompany the lad.

Most of all, he needs to be weaned emotionally from his mother and her from him. Splendid if she could go away from home for a few weeks, having a capable substitute. If anyone accompanies him to school it should be the father or an older boy. I would have faith in what an older boy could do for this lad, a carefully selected boy, hired to be his protector for a few months, who would aim at making the lad more and more independent and self-reliant. Surely it is disastrous to have the mother bring him to school and still more so to have her linger there.

Your chief encumbrance appears to be that doctor. So long as he advises the parents to keep him out of school so much and to humor him you can do very little for the boy. This doctor seems wholly to overlook the weaning problem.

It might take a long while before the boy will show marked improvement. A summer or two at camp should be very helpful to him.

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If I were this child's father, assuming that I rightly understand the case, I would, provided I could win co-operation of the mother, announce to this lad, once and finally, that either he would go to school every morning or go to bed and remain there all day without books, toys, or radio, and with very simple diet, and only necessary attention or company.

You might win the doctor to help you if you could induce him to advise you in writing to have this lad retire from the class to lie down on a rug or cot for fifteen minutes about twice a day in a quiet place, since he is a sick child. Anyway, this relaxation should be wholesome. Failing to win co-operation of the doctor you might induce the parents to change doctors, turning them perhaps to a good psychiatrist who you are sure would do a better job of it.

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Here I venture to add a childhood memory of mine. When I was about eight years old, attending a rural school, my next-older sister was confined to the home for several weeks with a mild illness. Greatly attached emotionally to this sister, I would begin to cry at school about 10 o'clock, and complain that my stomach hurt. It probably did because of the emotion. On the first and second day my brother finally took me home. Arriving home, I was even dosed with medicine, and I enjoyed the attention. I could see that my parents were concerned. On the third day I came home alone. Again I was given medicine with the usual ceremony. But we had noodles that day for lunch, noodles my mother made, and I ate of them so heartily that I lost my case. Next morning my father told me that if I came home again he would give me "hickory oil." The illness never returned. The promised medicine worked like magic. The secret of it was, I think, its finality. From earlier experiences I had not only become acquainted with "hickory oil" but with the dependability of my father's announcements.

Your behavior problems are invited. Enclose stamped envelope if personal reply is desired. Obviously it is impossible to print all answers in this department. This time, for example, the entire space is devoted to one especially interesting case.

The News Digest SECTION

Change Rating

Des Moines Scorns Grading by "Marks"

DES MOINES, Ia.—Pupils in the first four grades in the Des Moines elementary schools no longer receive report cards. Instead, in an effort to eliminate the competitive element from the school picture, they receive "pupils' progress reports," which rate students on degrees of co-operation in forty-one phases of their school work.

Instead of giving "marks" in arithmetic, for example, each pupil's progress report shows that he "very seldom," "part of the time," or "practically always" is "interested in number situations arising in daily life," or that, in music, he is "able to use the high, soft voice in singing short, simple songs."

The progress report is divided into two sections, one called habits of citizenship, covering social habits, work habits and health habits, and the other entitled habits of study, including such subjects as language, art, music, physical education, reading, arithmetic, writing and spelling.

"The development of skill which will make the child a social creature rather than subject mastery is the basis of the new way of marking," said William Findley, supervisor for the Des Moines elementary schools. "Since the Fall of 1934 we have been trying to get rid of the old grading system. This year we are as far along as the fourth grade. Within the next two years if we are lucky we shall have entirely remodeled the elementary school report system."

Trade Food

Ithaca Students Buy Meals With Carrots

ITHACA, N. Y.—Ithaca High School students are concerned now with getting their potatoes' or carrots' worth as well as their money's worth.

Under a new plan tried out in the junior and senior high school cafeterias, hungry students can barter a branch of celery for a ham sandwich, or a peck of potatoes for a hamburg steak.

The barter plan works for all purchases under two dollars. Cold cash goes on the line for anything more than that.

Miss Miriam Riggs, manager of the Ithaca Public Schools Cafeteria, said the students are shrewd traders.

They're still looking for the young fellow who swapped a dozen "hot" peppers for a meal and then watched his schoolmates "burn up" when they ate them a half day later when they were served as stuffed peppers.

"It's hard to get much more than a glass of water for peppers now," said Miss Riggs.

Keep Records

Sports and Health Study Is Launched

MINNEAPOLIS, Minn.—Effects of athletics upon college students are to be studied in a joint project just launched by the medical school and the athletic department at the University of Minnesota. Graduates' records will be followed also in an effort to learn whether there is any relation between disease and defects appearing in later life and strenuous physical exertion. The project, which will maintain close contacts with the Mayo Foundation at Rochester, Minn., is to be directed by Dr. Ancel Keys.

Secondary School Principals Will Meet in Atlantic City

ATLANTIC CITY, N. J.—The twenty-second annual convention of the Department of Secondary - School Principals, which will be held at Hotel Traymore, in this city, February 26-March 2, should be one of the best in recent years. According to the plans which are being developed by President McClellan G. Jones, the program will be built around new movements in secondary education. Eminent authorities on secondary education will appear on the program to interpret the significant developments of the year. Among the topics which will receive consideration are: tendencies in curriculum revision, evaluation of school standards, organization of discussion groups, and studies of youth problems. Provision is also being made for panels and round-table discussions on various problems of current importance. Committees which have been working on various projects will submit reports at one of the sessions.

The highlight of this year's meeting will be the dinner session, Saturday, February 26, in honor of Dr. Charles H. Judd. From the founding of the Department in 1916 to the present day, he has been an invaluable friend of the Department and has been actively connected with many of the pioneer enterprises which the Department has originated. Dr. Judd, who is on leave of absence this year from his post as head of the Department of Education at the University of Chicago, is doing special work for President Roosevelt's National Resources Committee as chairman of the Committee on Survey of Governmental Relations to Research. Members have come to depend upon his wise counsel at the annual meetings and on his stimulating contributions to the *Bulletin*. He has recently been appointed consultant to the Department's Committee on New Materials of Instruction, and his address at the dinner session will deal with the scope of this committee.

The guest speaker at the dinner will be President Robert M. Hutchins, of the University of Chicago. His topic will be *What Secondary Education Should Not Be*. Principals everywhere will be interested in President Hutchins' piquant views on this topic. In view of what Dr. Hutchins has had to say recently about higher education in America, his opinions on secondary education should be of much interest to the many administrators who are in the process of revising their programs.

On Leave

Dr. Broome Takes Much-Needed Rest

PHILADELPHIA.—Dr. Edwin C. Broome, Superintendent of Schools of Philadelphia since 1921, has been granted a leave of absence for six months to recover from an eye condition due to over-strain. Dr. Broome has also announced that he may retire upon the expiration of his leave.

Commissioner of Education Submits His Annual Report

WASHINGTON, D. C.—"To 'promote the cause of education,' as charged by Congressional mandate seventy years ago, the Federal Office of Education during the last fiscal year continued to carry on many usual services and also continued to pioneer in some of the newer fields including conservation education, radio, and public forums," John W. Studebaker, Commissioner of Education, said in the annual report of the Office of Education to Secretary of the Interior Harold L. Ickes.

The Commissioner pointed out significant trends in American education and told of Office of Education service during the year.

"Outstandingly, the horizons of activity of the schools are being expanded to include the out-of-school group," said Commissioner Studebaker.

One-teacher schools are disappearing in the United States at the rate of seven per day, the education report indicates. Larger centralized schools are replacing the less adequate smaller schools in many instances.

Other major services to education through the Office of Education during the past year include a study of local school districts in ten States to aid the States and local communities in exploring the possibilities for organizing more efficiently-administered school systems; a national survey of vocational guidance and education of 27,000 Negroes in thirty-four States; co-operative research with sixty universities on important educational problems, and Office of Education research on problems facing educators from the elementary school through the university—studies of assistances to State, county and city school systems, teaching staffs, libraries, and school administrators.

During the year the Office continued, in an administrative and supervisory capacity, to serve the CCC Camp educational program. "The CCC educational program entered into its third year with clear-cut objectives, a trained personnel, and a record of successful experiences," said Dr. Studebaker. "It was considered no longer an experiment, but an essential part of the entire CCC program."

The Office of Education annual report to Secretary Ickes reviews in detail the many activities of the government's educational agency, including the historical background governing Federal expenditures for vocational education, and accomplishments in vocational education during this year, under Office of Education direction, in agricultural education, trade and industrial education, home economics education, commercial education, and vocational rehabilitation.

Courses for Teachers

15 Are Selected as Of Special Interest

BOSTON.—Among the scores of University Extension courses starting after the holidays in Boston and vicinity, are fifteen of deep interest and undoubted value to school teachers.

These courses, sponsored by the State Department of Education, range in subject matter from curriculum building for kindergartens, blackboard drawing, and methods of teaching geography, through modern trends in government, current problems of European nations, procedures in adult alien education and cataloging, to the psychology of getting along with people, and the relation of posture and poise to personality.

All these courses are given by experts in their several lines, and are held, for the most part, in the evening, and therefore fit in conveniently with teachers' schedules.

State certificates will be awarded by the Department of Education to those students completing the courses satisfactorily. Enrollment may be made at the opening classes or previously at the office of the Division of University Extension, Room 217, State House, Boston.

The list of these courses follows:—

Cataloging; International Affairs; Dramatics for Recreation; Problems and Procedures in Adult Alien Education; Remedial Reading; Curriculum Building for the Kindergarten; Methods of Teaching Geography; Correction of Speech Disorders; Educational and Vocational Guidance; Blackboard Drawing; Personality, Posture and Poise: Psychology of Getting Along With People; History of Civilization; Current Problems in European History and Government; Modern Trends in Government.

Child Study

Unusual Service Set Up By Omaha Schools

OMAHA, Nebr.—The Department of Instruction in the Omaha Public Schools has recently established the Child Study Service. This service is more than the psychoeducational clinic. It not only provides for the boys and girls an agency which helps them discover their potentialities, their strengths as well as their weaknesses, but after such discovery it lends a helping hand to the pupil, his parents, and his teachers in their attempts to make the most of these potentialities. Under the general direction of A. J. Foy Cross, Director of Instruction, this new service has secured the services of Professor W. H. Thompson, Educational Psychologist and Educator, from the Municipal University of Omaha. Recommendations for the policies and functions of the Child Study Service come from a special planning committee whose personnel consists of teachers, principals, laymen, and certain specialists who sit in a supervisory capacity.

Unique Papers

French and Latin In Publications

RICHMOND, Va.—Students of Jefferson High School, Roanoke, surprised the journalism faculty of Washington and Lee University the other day.

The students entered a paper done in Latin, and another in French, in the Southern Interscholastic Press Association contests.

"H-mm-mmm," said faculty members, as they puzzled the matter.

Then O. W. Riegel, director of the School of Journalism, offered a solution for "The Roman Forum" and "L'Echo de Roanoke."

"We'll probably have them translated and judge them as separate class publications," he said.

New Museum

School Children Can See Modern Art

BOSTON.—Nathaniel Saltonstall, president of the Boston Museum of Modern Art, 270 Dartmouth street, is interested in giving school children the opportunity to see the work of Matisse, Van Gogh, and other artists of the same group. He says that the museum committee would like art teachers to take small selected classes of children to the gallery. Lectures may be provided on Saturday mornings. From February 2 to 26 the gallery will exhibit "A Quarter-Century of American Painting" from the Whitney Gallery, New York; from March 2 to 26, "Internationally Important Pictures" from the Modern Art Museum of New York. The object of the new museum in Boston is to provide short-term contemporary exhibitions, so that people may see, discuss, and criticize.

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Evanston's New Type School To Break College Shackles

EVANSTON, Ill.—A wholly new type of high school where boys and girls study the usual mathematics, languages and science only if they desire to and if such study seems "vital to their growth," is being tried out in a five-year experiment at Evanston Township High School in Illinois, with the co-operation of Northwestern University.

The program, started this Fall with about 140 freshmen, representing a cross-section of the school population, is expected to result in a new high school plan of possible national significance. Emphasis is being placed as much on the emotional, esthetic and moral development of the pupils as on their intellectual progress.

Teachers and pupils are working out their own curricula on various phases of community life, such as protecting health, making a home, etc. Inventories have been made of the children's interests to determine the advisability of special group study of such subjects as movies, radio, travel and the making of puppets.

Negotiations are going on with various colleges to induce them to admit students trained under the new regime. But the staff states that it does not care "to be put in the position of tutoring for certain colleges" which in the past have "consistently refused" entrance on a "liberalized" basis. Barnard, Bryn Mawr, Harvard, Haverford, M. I. T., Mount Holyoke, Princeton, Radcliffe, Smith, Vassar, Wellesley, Wells and Yale are specifically named in this group.

More pupils applied for entrance to the new high school unit than could be accommodated. A new freshman class is to be added each year until a complete four-year school of about 350 is established. The unit, which is directed by Dr. Samuel Everett, of Northwestern University, occupies a special section of the Evanston Township School, where the other pupils are being trained along traditional lines.

Novel Plan

Students Keep Tabs On Dean's Grammar

TIFTON, Ga.—Dean George P. Donaldson, of Abraham Baldwin Agricultural College, hears about it in a hurry when he makes a grammatical error.

It comes about from a game element he employs in teaching the English language.

The chief aim of his courses is to teach correct and effective oral English, but the method varies from the standard.

For one thing, he works on the "case system." For each student in the college he keeps a score card. On it are listed speech errors—those made in classes, on the campus or anywhere else that an instructor or another student can overhear them.

At private conferences he points out these errors to the student.

"We use the private conference to avoid embarrassment in the classroom," he explained.

"The system revolves around spoken rather than written English, and while we assign collateral reading in our classes, we virtually skip such subjects as the drama and short story writing.

"For the written language, we emphasize the preparation of letters, striving for effective expression of ideas."

Use of "ain't" is one of the more common errors. "It don't" and "he don't" frequently are reported, along with "can't hardly."

Mr. Donaldson says the check-up system not only keeps the students on their guard against grammatical errors, but forces them to speak carefully and correctly.

When he makes a grammatical slip, the students promptly correct him—sometimes publicly.

Development

U. of P. Increases Women Enrollment

PHILADELPHIA.—With a total enrollment of nearly 5,000 women at the University of Pennsylvania this year, women are taking an increasingly important place in its life and development, Dr. Thomas S. Gates, president, declared as the alumnæ of the university launched their special part of the $12,500,000 Bicentennial Campaign recently.

"I am much encouraged," said Dr. Gates, "that women have decided to play an important role in the achievement program which promises so much for the university's third century.

"By doing so they are helping to insure for women a continuing and increasing share in the university's vastly strengthened resources during that century. They are lending their support to a program which looks toward an ever more vital contribution on the part of this university to intelligent citizenship and to public service by men and women alike."

Expansion

Seek New Schools, Smaller Classes

NEW YORK CITY. — New York City's 40,000 educational employes, presenting a united front, will make a concerted effort to obtain State legislation this Winter enabling the city to erect $100,000,000 worth of new school buildings, materially reduce the size of classes and provide free kindergartens for thousands of children, officials disclosed recently. Asserting that the 1,225,000 boys and girls in the "world's largest school system" deserve humane consideration, the teachers intend to relentlessly press their program. Committees have been formed to draw up the proper bills and to battle every inch of the way to have them passed.

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Vanishing "Sissy" and "Tomboy" Seen in New Education Plan

SAN DIEGO, Calif.—The soul-scaring sing-song refrain: "Tommy is a sissy" and the equally accusing "tomboy" accusation tagged on girls will not torture the youth of tomorrow, is the belief of Dr. Gertrude Laws, chief of the bureau of parent education, California Department of Education.

"There is no strong dividing line between masculine and feminine traits," Dr. Laws said in revealing modern theory in adult education, which will "overthrow prejudice of that kind."

"Sensitive boys have always been tortured by being called 'sissy' when they admitted a liking for music, art and other cultural subjects," she said, adding, "Any human characteristic that has real value is as appropriate for a boy as it is for a girl, and vice versa."

Urging social adjustment between men and women, Dr. Laws declared the present is an era of social conflict with the battle of the sexes at its keenest.

According to the educator, the struggle begins in early youth, when a child first shows the slightest tendency to like anything commonly accepted as a trait of the opposite sex.

"Such a child immediately is beset by parents, who through prejudice stamp out innate tendencies until it's no wonder that by the time a boy is fourteen years old he hates anything and everything that girls like."

"There is really no great natural difference between the likes and dislikes of men and women," Dr. Laws said. "The difference is acquired early in childhood by improper teaching."

"We can expect, in the future, more mutual respect between men and women. That will come when we have begun to attack the problem with our recently increased knowledge of human growth and development."

Legion Chief Talks

School Pupils Urged To Aid Fight on Reds

BOSTON—American school children were warned recently that they must be prepared to take the offensive in the battle being waged by certain organizations and individuals to adulterate the minds of the nation's youth with subversive propaganda.

The warning was sounded by Daniel J. Doherty, new national commander of the American Legion, in an informal address in the Melrose High School auditorium.

At the school Mr. Doherty made his first direct appeal to the "school children of America" since his assumption of the Legion high command. He said:

"It is youngsters of your type that we of the American Legion and citizenry of America must look to for assistance in our battle to retain and uphold this great government of ours.

"We have the greatest system of education in the world here in the United States, but attempts are being made to destroy it."

Music Conscious

Kentucky Folks To Learn Singing

LOUISVILLE, Ky.—In an effort to bring music to the old Kentucky home, Dr. Willem van de Wall, of Columbia University, will explore the possibilities of developing a State-wide program of community musical culture at the University of Kentucky this Fall. The project, which is to be financed by the Carnegie Corporation, is based on the theory that singing and enjoyment of music create "new resources of strength and idealism" in a community, and lead to new interests and new forms of recreation. Thus, through providing widespread musical experiences, the university hopes to affect the social and cultural status of the State. Dr. van de Wall plans several approaches to the problem. He will give university courses on music as a social factor, study the musical situation in various rural and urban communities, develop techniques that will aid community musical leaders and organizations, and study the functions of the university radio station and music library in the undertaking. If the project promises success in the first year, it will be continued as a three-year experiment. Ultimately it is hoped to set up standard methods of procedure in making communities music-conscious which, proved in Kentucky, can be applied in any State.

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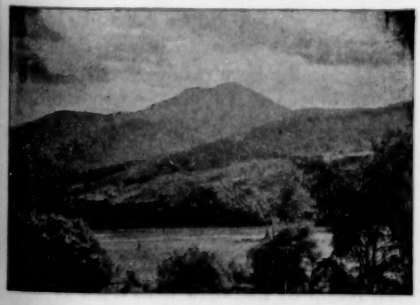

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Book Reviews

Pension Facts and Acts

PENSION FACTS FOR TEACHERS.—Based on the New Jersey Teachers' Retirement System. By Ida E. Housman, President, Council of Teachers' Organizations of New Jersey. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

New Jersey was first in the field with a retirement system for teachers. And no state has today a better or more satisfactory system than has the same New Jersey. Much experience has gone into the developments of these pension laws from unsound beginnings to the sturdy, actuarial set-ups most of them now have.

Miss Housman's volume deals comprehensively with the history of teachers' pensions in the United States and with the New Jersey provisions particularly. Here is much well-organized and surprisingly interesting information—in fact, a standard manual on the entire subject of retirement and annuity plans for teachers. Omission of teachers from the Social Security measures passed in Washington renders it all the more important that members of the profession demand safe and ample systems of their own, operated under the authority of the respective States. Miss Housman unlocks the needful knowledge about teachers' pensions.

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Psychology for Teachers

AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. By William Clark Trow, University of Michigan. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This "Introduction to Educational Psychology" does not presuppose a course in general psychology, but combines the two aspects of the science in a single treatment ably designed to inform the prospective teacher what psychology is all about and what it has to offer by way of aid to education.

The style is clear and makes liberal use of interesting case material. The best part of any writer's job is probably the part he is wise enough to omit—and this volume excels in its avoidance of the irrelevant and superfluous. In short—the writer shows himself to possess some understanding of the psychology of those who are likely to use his text; an art which still transcends the known laws of any science. The writer finds authorities sufficiently in agreement upon basic facts and principles to release to this book a body of material which involves very little controversy.

The skilled handling of the most intricate, most rapidly growing science deserves marked attention.

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Insight Into America

OUR COUNTRY AND ITS PEOPLE, An Introduction to American Civilization, Volume 1 of the Junior High School Course. By Harold Rugg, Teachers College, Columbia University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A composite picture of America and its people might be only a blur. But a well-ordered series of pictures, each showing some typical family, individual or situation, makes for clear impressions that will last. It is this latter method which has been employed with masterly skill in the writing of "Our Country and Its People." The text opens up our civilization and its human problems in a style and manner to stimulate thought and awaken lively interest. Dr. Rugg does not conceal his desire for the social and economic betterment of our people. But he exhibits faith in democratic institutions as an effective means for producing a higher standard of living than has yet prevailed here—and passing that standard around to all the people. He does not say how it can be done, but he puts it as a goal for national endeavor without ceasing. The volume is admirably adapted to junior high school age levels, and to the demand for a junction between school and the life outside.

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Government Deglamorized

REALITIES OF AMERICAN GOVERNMENT. By Neal Doyle Houghton, University of Arizona. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The sometimes dull subject of civics takes on life and action in the pages of this book, which has fittingly been styled "Realities of American Government." Introduced with such historic and descriptive material as is essential to the student's understanding of the American system of government and how it is intended to operate, the main portion of the attractively silver-plated volume deals with the actual functioning of our governments, national, state and municipal, under the stress of selfishness and conflicting demands and theories.

Throughout the book one sees principles illumined by cases. A vast amount of up-to-date information has been gathered, verified and presented. The student is bound to become convinced that much of his destiny is dependent upon the way his government is run and that this, in turn, will depend somewhat on his own part in running it.

The chapters on municipal misrule and the progress so far made in correcting such abuses, are an example of the practical idealism that has gone into the making of this book. As for political bias, the author has succeeded in keeping any that he may himself possess from cropping out to warp the impartiality of his writing. The student is given the facts and is asked to weigh and compare and decide for himself. Incidentally, there is an absence of the pessimism that is so often connoted by the word "realistic."

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How Teach Arithmetic?

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL. Vol. I. Primary Grades. By Robert Lee Morton, Ohio University, Athens. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

A decade of development in the teaching of arithmetic has been reflected in this new book by the author of an earlier book which had become a standard manual in the methodology of that subject. The changed emphases of all modern teaching and the improved knowledge of the teaching-learning process have been embodied in this work. Teachers and to-be-teachers and all who share responsibility for the best results from number study in the early grades, should find this Mr. Morton's "Teaching Arithmetic in the Elementary School" exceedingly helpful. The child can scarcely be expected to understand procedures which are not clear to the teacher, nor to enjoy adventuring into the realm of numbers with a guide who lacks an adventuresome spirit herself. Nor can the mastery of the mystery or the mechanism of arithmetic be gained without step-by-step thoroughness.

An old favorite among texts for teachers has here been reconstructed in accordance with new viewpoints. And many children will be happier because of it.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

The Macmillan Co., New York

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Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

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Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medic. Prints), Boston, Mass.

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

Patronage and the Public Schools

(Continued from Page 60)

labor and humanity by insisting on a liberal share of the profits; but the case is somewhat different in working for the public. A union, for instance, that seeks to prevent janitors from making simple renovations and repairs, or prevent teachers and principals from operating safe motion picture machines, or pupils from giving public concerts, printing programs and tickets, merely that union labor can collect a slice of school money for their own benefit, are in the class with the striking Boston police. As Coolidge said, "Nobody has a right to strike against the public at any time, anywhere."

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When it comes to teaching service, the principle remains the same. One set of people are entitled to all the benefits of school appropriations, and only one set—the scholars in the schools. They deserve the best people we can find to serve them; whether married or single, white or black, citizen of the United States or of Lapland.

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Every dollar of school money is sacred to the hallowed purpose of bettering boys and girls. Job hunters of all descriptions will hate this philosophy, they will fight it bitterly. Well—let them fight. It is time for the long suffering school patron who foots the bill to do a little fighting as well. It is my duty and yours to see that every youngster in our bailiwick gets the best talent and service that the available money will buy.

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Book Worms

Dartmouth Reads 40,000 More Volumes

HANOVER, N. H.—Dartmouth students are apparently reading more books, as the circulation figures of the Baker Memorial Library showed a year's increase of 40,000. During the past year the library has added 16,496 volumes, bringing the total to 434,695. The acquisitions include several valuable items which are now on exhibition.

ART TEACHERS ASK FOR RECOGNITION

Editor, The Journal of Education:

I have read with pleasure Mr. Wolcott's article in the January Journal of Education and fully agree with him in regard to the discrimination against art teachers. In New Orleans, to my regret, in my own group we have this problem but we hope for relief.

The N. E. A. Department of Art is fully cognizant of this fact and at our last meeting in Detroit a set of resolutions was passed. Some action in regard to this matter, I hope, will take place at the next meeting in Atlantic City. I hope that Mr. Wolcott will be with us and help champion this cause.

Let us lend every effort towards recognition of the art teacher in the United States by all degree-granting institutions.

Yours very truly,
Annabel J. Nathans,
New Orleans, Louisiana.

Miss Nathans is Secretary of the Department of Art Education, N. E. A., and Director of Art in the public schools of New Orleans, Louisiana.